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The Monthly News

OF THE

LEEDS MECHANICS' INSTITUTION AND LITERARY SOCIETY.

No. 11.] JULY, 1865. [GRATIS TO MEMBERS.

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NOTICES TO CORRESPONDENTS.

Articles sent for insertion must be written only on one side of the paper. Those which are not inserted will be left with the Secretary, Mr. Dayson.

TERMS FOR ADVERTISEMENTS.

	s.	d.
2 Lines	0	6
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⅛ ,, ,, ,, ...	2	6
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SCIENCE AND ART DEPARTMENT OF THE COMMITTEE OF COUNCIL ON EDUCATION, SOUTH KENSINGTON.

ART SCHOOLS.

At South Kensington, 1st day of June, 1865.

By the Right Honourable the Lords of Her Majesty's most Honourable Privy Council on Education.

I. My Lords resume the consideration of the Memorial presented to them on the 10th May last, by a Deputation consisting of Sir Stafford Northcote, M.P., Chairman of the Select Committee on Schools of Art, and Chairman of the Exeter School of Art; also of the Right Hon. C. B. Adderley, M.P., Chairman of the Birmingham School of Art; Mr. Bazley, M.P., Chairman of the Manchester School; Mr. E. Egerton, M.P. (Macclesfield School); Mr. A. Mills, M.P., Chairman of the Taunton School; Mr. E. Potter, M.P. (Carlisle School); Mr. Trefusis, M.P., all being members of the Select Committee on Schools of Art in 1864; also of The Right Hon. J. R. Mowbray, M.P. (Durham); Sir J. Ogilvy, M.P. (Dundee); Mr. F. H. Bathurst, M.P. (Salisbury); Mr. Beecroft, M.P., and Mr. Baines, M.P. (Leeds); Mr. H. R. Grenfell, M.P. (Stoke-on-Trent); Mr. J. Hibbert, M.P. (Oldham); Mr. J. Henderson, M.P. (Durham); Mr. G. Hodgkinson, M.P. (Newark); Mr. J. F. Maguire, M.P. (Cork); Mr. W. Lawson, M.P. (Carlisle); Mr. W. J. Morritt, M.P. (N. Riding); Mr. F. S. Powell (Cambridge); Mr. Staniland, M.P. (Boston); Mr. Stracey, M.P. (Great Yarmouth); Mr. A. B. Hope: representing various Schools of Art, and of other gentlemen, managers, and teachers of the Schools of Art of Aberdeen, Bridport, Bristol, Cambridge, Carlisle, Coventry, Cork, Clonmel, Dudley, Durham, Dundee, Gloucester, Hanley, Hull, Ipswich, Keighley, Kidderminster, Lambeth, Leeds, Limerick, Macclesfield, Manchester, Marylebone, Newcastle-under-Lyme, Norwich, Oxford, Preston, Salisbury, Sheffield, Spitalfields, Stoke, St. Martin's (London), Taunton, Waterford, and York.

II. Their Lordships also read the observations of Mr. Redgrave, R.A., the Inspector General of Art, on the statements made in the Memorial.

III. Looking to the character of the suggestions thus made, not merely by members of the Select Committee, but by the representatives of so many Schools of Art in the United Kingdom, My Lords are prepared to modify the arrangements for affording public aid to Schools of Art proposed by the schedule appended to their Minute of the 9th February, 1865, and laid before Parliament; such modifications not being inconsistent with certain leading principles, from which their Lordships would not feel themselves justified in departing. These principles, briefly stated, are, that the direct pecuniary assistance to be afforded by the State must be limited to persons and children of the grade of artisans, as hereafter defined, and not extended to the middle and upper classes, who are indirectly encouraged by prizes, the use of examples, etc.: that such direct assistance must be conditional on proofs of the performance of satisfactory work, and that the continuance of the self-supporting system by the instruction of all grades of persons, so successfully established, since 1852, must not be imperilled.

IV. My Lords consent to resume the payment of building grants and grants for examples, which they had abolished solely out of defference to the recommendations of the Select Committee. They are unable to revert to the system of payment by certificates, and they do not consider that the art teachers come within the provisions of the Superannuation Act, 22 Vic. cap. 26 (19th April, 1859); but they will increase the amount of the payments proposed in the schedule already alluded to, in the hope that certificated art teachers will earn payments equivalent to the value of their certificates.

The Schedule appended to the Minute of 9th February, 1865, is hereby cancelled, and the following substituted for it.

New Schedule.

The payments on behalf of artisans and children of the labouring poor, proposed to be made by the Department in all cases to Managers of Schools and Classes, may be summed up as under:—

V. As respects Schools of Art.

a. A School of Art is defined to be a room or rooms devoted wholly to instruction in art, where examples of art are always open for inspection and where the managers employ a teacher who has taken an art-teacher's certificate of the third grade.

b. A grant of 2s. 6d. per foot will be made up to a maximum of 4000 superficial feet, in aid of new buildings or buildings to be adapted for Schools of Art, provided the necessary conditions are complied with.

c. Grants of 50 per cent will be made on art examples selected by the managers and approved by the Department.

The following payments will be made.

d. Fifteen shillings for each artisan who submits for examination satisfactory works executed during the year, of grades which are eligible for National Competition.

e. Ten pounds for an art pupil-teacher will be allowed in respect of thirty artisans, and a second art pupil-teacher when upwards of one hundred artisans are satisfactorily taught in night classes of Schools of Art.

f. Five pounds for each National Scholar, being an artisan or designer, trained in the local schools, who may be admitted to the National Art Training School.

g. Ten pounds for every art certificate of the third grade taken by a teacher trained in a local School of Art.

h. Ten pounds for the annual report, and holding an annual examination, provided that artisan night classes are held three times a week for forty weeks, and works are sent up to the National Competition.

i. Ten shillings for every exercise of the second grade satisfactorily worked, in a given time, at an annual examination, by an artisan who pays fees for being taught in night classes, and a further sum of ten shillings for each artisan who submits elementary works executed by him during the previous year, which are satisfactory.

k A limited number of prizes of books, etc., will be awarded to the best works produced by students in each School of Art who send works to the examination; and medals in gold, silver, and bronze will be awarded for works examined in a National Competition.

Definition of Artisans

1. Artisans or operatives in the receipt of weekly wages, supporting themselves by their own manual labour, or the children of the same not earning their own livelihood.

2. Persons who, though paid at longer intervals than a week, or for piece work, support themselves by their own manual labour.

3. Persons not supporting themselves by manual labour, but being of the same means and social level as those who do so (such as small shopkeepers having petty stocks, and employing none but members of their own family, and small tradesmen not employing apprentices), village carpenters and the like, policemen, coastguards, etc.

4. Persons not supporting themselves by manual labour but such as it would be unreasonable to ex-

pect to pay the fee of middle class students, as some description of clerks, shopmen, etc.

5. No payments will be made on account of any artisan as above defined who is assessed to the income tax.

VI. As Respects Night Classes in Mechanics' Institutions, or Similar Associations, and National Schools.

a. Ten shillings for every exercise of the 2nd grade satisfactorily worked in a given time, at an annual examination by an artisan who pays fees for being taught in a night class, and a further sum of ten shillings for each artisan who submits elementary works executed by him during the previous year, which are satisfactory.

b. Grants of 50 per cent. will be made in aid of the purchase of art examples which may be selected by the managers subject to the approval of the Department.

c. The teaching in these night classes may be given by persons holding certificates of the second or third grades in connection with Schools of Art or not. When connected with a School of Art and instructed by a teacher holding a third grade certificate, works may be sent up through the School of Art to the National Competition, on which payments of 15s. will be made.

d. A payment of £2 will be made to the managers of night classes in Mechanics' Institutes and National Schools for conducting an annual exanination of ten persons and upwards.

e. A limited number of prizes of books, etc., will be awarded to the best works produced in the year by students under examination.

VII. As Respects Schools for the Labouring Poor.

a. One shilling for every child in a national, or similar school, taught drawing satisfactorily, with additional payments of 2s. and 3s. for success, will be paid to the managers of the schools.

b. The ten shillings for every exercise of the second grade satisfactorily worked in a given time, at an annual examination, by a pupil-teacher of a school for the poor, will be made to the managers of the school in which he was taught drawing.

c. A payment of £1 will be made to the managers of poor schools, for conducting the annual examination, provided a satisfactory number of children pass.

d. Managers of schools for the poor are free to have the teaching of drawing given by any teacher certificated in the second grade, in connection with a School of Art or not.

e. Managers of schools for the poor will be aided to the extent of fifty per cent. in the purchase of examples for elementary drawing.

VIII. As respects all awards of payments and prizes to Schools of Art, Night Classes, and Schools for the Poor, the Department will be the sole judge, and cannot enter into correspondence respecting its decisions.

IX. A new edition of the Directory, on the basis of this Minute, will be issued. The Minute will not take effect for a period of six weeks from its date.

By order of the Lords of the Committee of Council on Education.

Henry Cole, *Secretary.*

SCRAP.

Queer Partners.—Jerrold, at a party, noticed a doctor in solemn black waltzing with a young lady who was dressed in a silk of brilliant blue, whereupon Jerrold exclaimed, "As I live, there's a blue pill dancing with a black draught!"

WHAT IS THE SCIENCE OF POLITICAL ECONOMY?

Archbishop Whateley, in his "Treatise on Rhetoric," recommends those persons who are about to write on any subject, to ask themselves, before they commence, *What the subject is.* Though this advice may, at *first* sight, appear to be unnecessary, on *reflection* it will be regarded as the opposite. Every person must have met with frequent instances of writers who have been professedly treating on one subject only, introducing several irrelevant subjects, not because the subject on which they professed to discourse had been exhausted, but from the want of a clear and vivid conception of the subject in question.

The advice which Whateley gives to rhetoricians may be very advantageously applied to students. In commencing the study of any Science, it would universally be found very useful to know *beforehand* what the *essential character* of that Science was; the mental eye, by this means, being forced in the *true direction* for the unobstructed perception of the truth. A wise traveller, who undertakes a long journey, will endeavour to make himself well acquainted with the distance and general character of the route by which that journey may be successfully accomplished. In the same way, a wise student of any science will take especial care to understand the distinctive character of that Science before he commences his mental journey in its domains.

Believing that the Science of Political Economy is no exception to the rule, but especially, indeed, requires its application, I purpose to attempt a brief answer to the question—"What is the Science of Political Economy?" before we again enter upon its study.

The answer which I shall give will not be a complete, and may not, so far as it goes, be a correct one; but I can truly say that, considering the little leisure which I possess, it will be the best—which I can afford. If each of the members of this Society will, like myself, do *his* best to answer the question, we shall all know, ere long, what the Science of Political Economy is.

Treatises on Scientific Subjects are generally introduced by definitions, describing the essential characters of those subjects. This is the case, I believe, with all the treatises on Political Economy, with the *singular exception* of Adam Smith's. Believing that a strictly correct definition will be of some service to those who will take the necessary trouble to understand it, I have collected together almost all those which have been given in English treatises on the subject, in order to select one which appeared to be unobjectionable. In doing this, I have met with a few which I conceived were so nearly equal in merit as to require some consideration which I should select; but the majority were perhaps worse than that of Adam Smith, which was none at all. I will analyse some of them and point out a few of their imperfections, in order that we may clear away from the Temple of the Science the rubbish which has accumulated at its threshold, and thus secure for ourselves a free entrance within.

I.—"Political Economy," says Poulett Scrope, "treats of the *happiness* of societies, so far as it depends on the abundance and the distribution of their wealth."

Now, Political Economy treats of no such thing as the "*happiness* of societies," no more than algebra or geometry. It *may*, indeed *does*, develop truths of vital importance to the happiness of mankind, but that which shews how those truths may be made to minister to that end, is an *art*—the *art of legislation*—not the Science of Political Economy.

It is not surprising that with such a notion of his subject Mr. Poulett Scrope should, in his work *entitled* "Political Economy," treat almost as much on the *Art of Legislation* as on the *Science* of Political Economy; and it is, therefore, less surprising that many students of the science should have erroneous notions concerning its nature.

2.—Wade defines Political Economy as the science which explains the laws which regulate the production, distribution, and consumption of *material* products useful to man.

This definition is both too comprehensive and too confined in its signification. It is too *comprehensive* in including ALL *material products.*

The laws which regulate the production and consumption of air and water are material products useful to man, but on which *human labour* is *not* expended, and are not, therefore, explained in the Science of Political Economy. It may be argued in opposition to my objection, that in the definition it is taken for granted that, the word *products* means those articles in the production of which human labour has been expended, in answer to which it is sufficient to remark that the meaning ought not to be *implied* but *expressed* in a perfect definition.

The definition is also too confined in its meaning; for Political Economy treats of useful products which are *immaterial* as well as *material.*

The profession of skill (the product frequently of great labour) by men of science, inventors of machinery, medical men, musicians, poets, and actors, is a *useful* product, but an *immaterial* not a material one. If it is a test whether a product is useful to man, that it have exchangeable value, is agreeable and beneficial, certainly the products of some medical practitioners have this requisite in a golden degree.

3.—The definition of Mc Culloch is "The science of the laws which regulate the production, distribution, and consumption of those articles or products which have exchangeable value, and are either necessary, useful, or agreeable to man."

This definition, though superior in merit to any of the preceding ones, is not a perfect one. Strictly speaking, the laws which regulate the production, distribution, and consumption of wealth are treated of, not in the Science of Political Economy only, but in *all* the Sciences. There is not *one* Science, some of the laws of which, are not *concerned* in the production or distribution of wealth. In the production of a piece of calico there is required a certain amount of *agricultural skill in the growth of cotton*, of *nautical* skill in its transfer across the ocean, and of *mechanical* skill in its manufacture into cloth; and, these three different kinds of skill imply some acquaintance with and use of the laws of Chemistry, Astronomy, Mathematics, Mechanics, in short, of all the Sciences. It is clear, then, that Mc Culloch's definition is, like the preceding ones, too *comprehensive*, as it is absurd to suppose that Political Economy treats of all the Sciences so far as they relate to the production and distribution of wealth. It would be odd indeed if we should, in a treatise on Political Economy, meet with chapters treating respectively of the law of gravitation, and the properties of the screw. Political Economy *does* treat of certain *laws* of *human nature*, but of the laws of the Physical and other Sciences it does not treat. *The knowledge of these is taken for granted.*

There is another objection to the definition, in regard to the use of the term *consumption.*

"Political Economy," says Mill, "has nothing to do with the consumption of wealth, further than as the consideration of it is *inseparable from that of production, or that of distribution.* We know not of any *laws* of the *consumption* of wealth as the subject of a distinct service; they (the laws) can be no other than the *laws of human enjoyment.* Political Economists have never treated of consumption on its *own* account, but always for the purpose of the inquiry, *in what manner different kinds of consumption affect the production and distribution of wealth.*"

Then, again, it is to be inferred from the definitions that Political Economy treats of the laws which regulate the production and distribution of wealth in *all* states of society, whereas such is not the case. It only treats of the laws which relate to a *social* state and only to *one species* of a *social state*, viz.: a *competitive*, not a *communistic* one.

4.—Several of the foregoing objections apply to Senior's definition, which is, "The Science which treats of the nature, the production, and the distribution of wealth"

One advantage, however, this definition has over those previously given is, the *omission* of the term *consumption*, and the introduction of the term *nature.* That the nature of wealth should in works on Political Economy be treated of as well as its production and distribution, there can be little doubt. Political Economy treats of the production and distribution of what? Of wealth. What is wealth? Does wealth consist in *material* products only, or does it include *immaterial* products? Are health, strength, and skill, wealth, as well as corn, calico, and copper? These, and many more questions respecting the *nature* of wealth, must be answered before we can proceed to the consideration of production and distribution, and if they are not answered in a treatise on Political Economy, where else should we find them?

To treat on Political Economy without entering into an accurate and detailed analysis of the *subject matter* of the science would, indeed, be absurd; and such being the case, to give a definition which did not include any reference to that analysis would be to give an *incomplete* definition.

The most complete and correct definition which, in my opinion has been given, is that of John Stuart Mill, which is expressed in the following words:—

5.—The science which traces the laws of such of the phenomena of society as arise from the combined operation of mankind for the production of wealth, in so far as those phenomena are not modified by the pursuit of *any other object.*

In this definition, nearly all the objections which were brought against the former ones, are avoided, and it has the additional merit of containing the very important and proper qualification in the words "so far as those phenomena are not modified by the pursuit of any other object." Mill himself shall justify the adoption of this qualifying part of his definition.

"When the principles of Political Economy," he remarks, "are to be applied to a particular case, then it is necessary to take into account all the *individual circumstances* of that case; not only examining to which of the sets of circumstances contemplated by the abstract science the circumstances of the case in question correspond, but likewise what *other* circumstances may exist in that case, which *not being common to it with any large and strongly-marked class of cases*, have not fallen under the cognizance of the science. These circumstances have been called *disturbing causes.* And here only it is that an element of uncertainty enters into the process — an uncertainty inherent in the nature of these complex phenomena, and arising from the impossibility of being quite sure that *all the circumstances* of the particular case are *known to us sufficiently in detail*, and that our attention is not unduly diverted from any of them.

"This constitutes the only uncertainty of Political Economy; and not of it alone, but of the moral sciences in general. When the disturbing causes are known, the allowance necessary to be made for them detracts in no way from scientific precision, nor constitutes any deviation from the *à priori* method. The disturbing causes are not handed over to be dealt with by mere conjecture. Like *friction* in mechanics, to which they have been often compared, they may at first have been considered merely as a non assignable deduction to be made by guess from the result given by the general principles of science; but in time many of them are brought within the pale of the abstract science itself, and their effect is found to admit of as accurate an estimation as those more striking effects which they modify. The disturbing causes have their laws, as the causes which are thereby disturbed have theirs; and from the laws of the disturbing causes, the nature and amount of disturbance may be predicted *à priori*, like the operation of the more general laws which they are said to modify or disturb, but with which they might more properly be said to be concurrent.

"These disturbing causes are sometimes circumstances which operate upon human conduct through the same principle of human nature with which Political Economy is conversant, namely, the desire of wealth, but which are not

general enough to be taken into account in the abstract science. Of disturbances of this description every political economist can produce many examples. In other instances the disturbing cause is some *other law* of human nature. In the latter case it can never fall within the province of Political Economy; it belongs to some other science; and here the mere political economist, he who has studied no science but Political Economy, if he attempt to apply his science to practice, will fail."

I can scarcely expect that this excellent quotation will be understood by all of those present, and I regret that one better qualified than I am to give a more *simple* and *lucid* expression of the meaning, has not the task in hand. I will, however, *endeavour* to make the matter more apprehensible.

Supposing all men were subject to the same form of government, were exactly of the same nature, that the qualities of their minds were accurately known, and that the desire for additional wealth was not modified by any other part of their nature, but was allowed to be fully and freely developed, we could predict with the greatest ease and certainty what their conduct would be under any given economical conditions. Political Economy would then be a *perfect* science in itself, its truths would be of universal application to all men, or bodies of men, and to all circumstances, and, consequently, there would be no counteracting or modifying causes to disturb the free and full development of any of its principles.

Such, however, *is not the case.* All men are *not* subject to the same form of government, are *not* of the same nature, the qualities of their minds are *not* accurately known to us, the desire for the accumulation of wealth is *not* the only desire of their nature, the existence of other parts of their nature—other desires—*do* modify that desire. that desire is *not*, therefore, allowed to be freely developed, and, consequently, we, as political economists, can *not* predict with ease and certainty what their conduct would be under all given economical conditions.

The operation of all the causes which are not concurrent with purely economical ones, but modify, or tend to modify, their action are, therefore, to be taken into account before we can predict with certainty the *results* of those economical causes; and, in the same way, and for the same reasons, in analysing certain *economical results in order to discover their causes*, we must be prepared to look for *other* than those of a purely economical character.

It is plain, therefore, that the introduction of the qualifying part in Mill's definition is imperatively necessary in a definition which professes to be complete and exact.

Taking the definition of Mill as the correct one, I consider that I shall have performed my task sufficiently well if I should succeed in explaining the meaning of the principal terms implied in that definition. The terms which I think require to be explained, in order to prepare the student for the unobstructed study of the subject are—*Science, Wealth, Production, and Distribution.* It is impossible, however, that I can, within the limits of a single paper, do more than attempt very briefly to explain the meaning of *one* of those very important terms. The one which I have selected is the term "*Science.*" Some of the other members will, perhaps, explain the other terms on some future occasion. If no one should be willing to do so, however, I will, with your permission, undertake the task myself.

The advantages attending a correct conception of the terms named will be great; nay, I venture to assert that after a full and clear understanding of them, one-half at least of the difficulties of the science will be overcome by those who were previously ignorant of their meaning.

What is a *Science?*

That it is not superfluous to ask this question is evident from the fact that the term was not employed before the middle of the 16th century, and that it was a century later before the term was in general use.

The word Science may be applied to any branch of knowledge in which the relations of *Abstract Ideas*, the *Properties of Matter*, and the *Qualities of Mind*, are made the subject of reasoning, with a view to *discover* and apply first principles.

In the first division—that of the Relations of Abstract Ideas—we may class Algebra, Geometry, and the Higher Mathematics. *Every other science* extends to *more than one* of these divisions. In the sciences of Mechanics and Chemistry, for instance, the truths of pure Mathematics are applied to the Properties of Matter; and, in like manner, the Science of Political Economy comprises as its *Subject Matter*, the Properties of Matter, and the Qualities of Mind. The term, Rent, for example, implies a knowledge of agricultural skill in man—which is a quality of mind, and of the nature or properties of the soil—which is a quality of matter. In *treatises* on Political Economy, however, the properties of matter are taken for granted.

Of all the branches of Science, those which relate to Pure Mathematics and the Properties of Numbers, are the most *positive* and *demonstrative* in their character. The properties of the Triangle, the Circle, the Cone, and of Numbers could not *possibly* be otherwise than as they are. Any two angles of a triangle, for example, could not possibly be otherwise but greater than the remaining angle, and 2 and 2 could not be otherwise than 4.

This is not the case with any other branch of Science. The properties of matter, and the qualities of mind, *might* have been different in their character. "It is easy to conceive a world in which bodies should attract each other by a very different law from that of gravitation." The fire which now warms, might, by a different law, have frozen us, and the sugar which is now sweet to the taste, had we been differently constructed, might have been bitter.

"It follows, therefore, that in the Sciences, both of Matter and Mind, we must be content with evidence of an *inferior* kind (though sufficient for the practical purposes of life) to that which the Mathematical Sciences employ."

Of the Sciences which are *not* based upon abstract truths, some are more of a demonstrative character than others. The Sciences of Chemistry and Mechanics are necessarily more so than that of Political Economy. This is easily accounted for. The former sciences embrace no phenomena but those of matter, whilst the latter science comprises both mental and material phenomena; and it is clear that, matter being much less complex in its nature, is more easily subjected to analysis than mind. This accounts in some measure, for the fact that the Science of Political Economy is so little understood even in this, the 19th century of the Christian era.

Let it not be inferred because there are greater *difficulties* in the observation and classification of the truths of Political Economy than in the Physical Sciences; that those truths and that classification are not to be relied upon. The *Pons Asinorum* of Euclid is more difficult than any of the foregoing propositions, but not less true.

The term, Science, is frequently, but very erroneously, confounded with Art. This has been the misfortune of Political Economy, which is popularly regarded as an Art, when in fact it is a Science.

The vulgar notion of Political Economy is that it is a collection of *Rules*, relating to the production and distribution of wealth; whereas, it is merely a collection of *Truths.*

The statement of these general principles, the proof of their truth by reference to well known and universally admitted facts, and the application of them to economical phenomena generally, comprise all that the *genuine* Political Economist attempts. In other words, he deals with economical phenomena as a Science, not as an Art; his object being the *discovery of truths*, not the practical application of them.

Though Political Economy is not an Art, but a Science, it furnishes, like other sciences, the groundwork on which

Art is based. While Science confines itself merely to the collection and classification of Truths, Art deduces thence Rules for application to practical conduct.

Thus we have the *Science of Chemistry* which lays down certain laws and properties of Matter, and the corresponding *Art of Dyeing*, to which a knowledge of these laws and properties is applied: the *Science of Mechanics*, and the *Art of Manufacturing;* the Sciences of *Political Philosophy and Economy*, and the corresponding *Art of Legislation*. Political Economy is not, therefore, to be less valued because it is not Art, but a Science. Without Science, it is clear, there would be but imperfect Art. We are not to suppose, of course, that scientific truths may not be misapplied; that is, not owing to the imperfection of Science, but of Art. Many political economical, like other truths have, no doubt, through misapplication, been productive of evil, but no person, well acquainted with the matter, would lay the blame on the Science, but on those persons who misapplied its Truths. With as much reason might we exclaim against the Science of Medicine, because many human lives are annually sacrificed through the bunglings of quackery. The error, in such cases, arises solely through confounding Art with Science. With no Science has this been so much the case as in Political Economy.

Looking at the world of facts which are developed in the pursuit of the accumulation of wealth by mankind, political economists have found that, various and complicated as those facts may appear, they are all to be referred, with few exceptions, as consequents of a few general principles which influence men in their economical intercourse with each other.

How often have we met with instances in books, in pamphlets, in acquaintances, in newspapers, and at public meetings, of persons who have denounced Political Economy as a lie and a curse? How often, indeed, and *recently* how much, have petty Jupiter Protectionists hurled from their Olympus, high up in the clouds, the thunderbolts of their fiery and insane wrath against the Science to which, perhaps, of all others, Englishmen of the present time, are most indebted? The showers of their wrath may continue to descend from those dull and cloudy regions—let them—they will only tend to fertilize the fair fields of peaceful Science which lie expanded below. We will not honour them with our scorn; we will laugh and be merry at their ignorance and their impotency. Poor deluded men, they do not know, at the time they are frantically raving at Political Economy and Political Economists, that they have *their* Political Economy, and that they themselves are Political Economists! If the principle of Protection is *true*, it is a Political Economcal Truth, and, in so far as they have the truth, they are superior political economists to their antagonists.

P. T.

To the Editors of the "Monthly News."

GENTLEMEN,—I wish to say a few words on the *sanitary condition* of Schools, with especial reference to those devoted to the instruction of the children of the middle class.

Great improvements have been made, of late, in the school accommodation of the poorer classes, whether belonging to the Established Church or to dissenters; and perhaps many of the most recently-erected schools are as near perfection as circumstances will permit; there being, in most cases, attached to each a plot of ground, where the children can take exercise daily, and many of the teachers have the good sense to *permit* them to take it.

Would that the same could, with equal truth, be said of those *places* and those persons devoted to the instruction of the middle classes. *Schools* they cannot be called, unless by a ridiculous misnomer. Not unfrequently the worst and most useless rooms of dwelling-houses are appropriated to this purpose, ill-ventilated, and generally crowded almost to suffocation. No wonder, then, at the frequent headaches among the poor children immured in them. I allude chiefly to those schools situated in the narrow streets and alleys of large towns, and not to those situated in the suburbs or in the country, many of which are not very objectionable. I have had frequent occasions to visit schools of all kinds, and the result of my experience is, that the middle class schools, generally speaking, are unfit for the purposes to which they are applied.

It, however, rests entirely with the parents of the children sent to these so-called seminaries and academies, whether such a state of things is to continue. The matter is entirely in their own hands. Were parents to keep their children from school for three or four months, and allow them to take plenty of exercise, and otherwise keep them usefully employed, the latter would be the better for the indulgence years hence; and if, at the termination of the above period, more commodious buildings as schools had not begun to make their appearance, I should be very much disappointed.

It is somewhat anomalous, that they (*i.e.*, the middle class) who have so generously assisted in establishing well-constructed buildings as schools for the poor, should not have secured for their own children similar advantages; yet such is the fact.

The very *factories* are, in a sanitary point of view, infinitely superior to the rooms in which the children specially referred to are incarcerated. Indeed, a *factory* is the best form of building for the admission of light and air, although it may be that, in the latter respect, *i.e.*, as regards the health of the children or persons employed there, it may be purely incidental.

Moreover, the sprightly gait and elastic step

of these children of the factory we look for in vain among the seminary and academic young ladies taking their walk-out together, and whom a facetious but eminent medical gentleman has described as being more like a *funeral procession* than anything else.

Medical men, however they may disagree on other points connected with their profession, are unanimous on this, viz., that pure air is beneficial, and impure, deleterious, to health. This plain fact *every parent ought to know*, but which, it seems, *many do not know*, or, if knowing, utterly disregard it. Let them give their children education by all means, they are nonentities without it; but, in charity to those whom they ought to love more dearly than anything, however precious, let them not sacrifice, in its acquisition, that by which alone either education or any other thing can be enjoyed, viz., their health.

The female portion of the children attending the schools particularly noticed are the chief sufferers, as the male children are invariably taken away, and sent to grammar and other superior schools, where, in a few months, the noble and manly game of cricket, and other exhilarating exercises, have generally the effect of restoring them to health. The poor young ladies, however, have no such relief to hope for; *they* must remain to weather the storm, if they chance to be robust enough to sustain the ordeal; but those of more delicate organization, *i.e.*, such of them as survive, will return to their homes, very well educated young ladies, probably, and, in addition, confirmed dispeptics.

Lest my object should be misunderstood, I beg to state that I have had no *particular* schools in view, believing, as I do, that the same class of schools are much alike throughout the kingdom.

In conclusion, I beg to deprecate any hostile feeling which my remarks may possibly evoke. The conductors of schools are, as far as I have had opportunities of observing, in general amiable and proper persons; but I would respectfully ask, is the health of many hundreds of thousands of children to be sacrificed for the convenience or benefit of a few, however worthy? Surely not. To permit it were to ignore all that is reasonable. Vested interests are continually obliged to give way to national improvements; and there seems to be no reason why unwholesome places of education should form an exception.

I am, Gentlemen, yours respectfully,

J. JOHNSON.

GIRLS' SCHOOL ANNUAL EXCURSION.

THE annual treat to the pupils of the Girls' School of the Leeds Mechanics' Institution, which is looked forward to with so much pleasure, took place on Friday, the 23rd June. The place selected for the day's enjoyment was Bolton Abbey—the charming scenery of which locality at this season of the year is particularly attractive. The School Committee felt the difficulty of making arrangements for the transit of so large a number of young people to a place not very easy of access, but they were anxious that the enjoyment should, if possible, be secured, and that the pupils should be favoured with a visit to one of the most delightful spots in England, and one which, from its situation, is beyond the reach of the ordinary railway excursionist. We are quite sure that the School Committee would feel amply repaid for any extra trouble they might have in making the arrangements when they witnessed the unmistakable and almost uncontrolable gratification of those for whose enjoyment they had provided. The young people, to the number of about 100, accompanied by the School Committee and a few friends, proceeded by train to Skipton, at which place a considerable number of omnibuses were waiting to convey them to Bolton, where they arrived a little before twelve o'clock. They inspected the fine ruins of the Abbey, and then gently strolled by the lovely banks of the Wharfe, or gambolled over the green sward as they passed along to the woods beyond. Their attention was directed by those who were familiar with the locality, to the various matters of interest, and to the different points at which the finest views of the surrounding scenery could be obtained. Having reached the Strid the numerous party formed into groups—refreshments were unpacked, and, with portions of rock for tables, the happy visitors enjoyed their brief repast, which they washed down with copious draughts from a crystal spring in the neighbourhood where they were assembled. Further rambles through the woods occupied the time up to about five o'clock, when the large party assembled for tea at the Red Lion Hotel, Bolton Bridge. An excellent and enjoyable tea was provided in the pretty little garden behind the Hotel, from which a fine view is obtained of the winding Wharfe, and the beautiful woods upon its banks. At six the visitors started on their return journey, and reached Leeds shortly after nine, without having had the stightest mishap to mar the pleasures of the day. The weather was beautifully fine, and we have no doubt the day will long be remembered by many of those present as one of the most pleasurable days of their lives.

THE WINDS.

Harp on, ye winds! in glad content,
Your hymns on every instrument
Of rock, and mount, and cave;
The trees their joyful notes will bring,
Each flower, each blade of grass will sing
Your measures, glad or grave.

The nightingale in sweetest note,
To you her lone complaint hath brought,
To you each bird hath sung:
The weed-clad tower of ancient time,
The church bells solitary chime,
Have joined your bannered throng.

Who, who may tell whence ye arise,
In what far region of the skies?
In what high forest tree?
Ye come as rushing hosts of war,
As loosen'd cataracts heard afar,
As thunders of the sea.

For ever breathed your hymns of love!
Ye called the laurel-seeking dove
Out from the foundering ark:
Ye came to Ruth among the corn,
Singing of distant lands forlorn,
Beyond the waters dark.

Ye waved the rushes o'er the brow
Of Moses, when the lady saw
God's chosen nod his head:
Ye caught the stir of Jordan's sea,
The Israel's King ye sang in glee,
Ere Absalom was dead.

Ye speak to us of human life!
One hour of calm, one hour of strife,
Now bright, now dark your form!
At morn ye sing to tree and flower,
The evening hears your tread of power,
And trembles in the storm.

Ye speak of human life! Ye go
We know not where,—ye have a flow,
Wilder than ocean wave:
Heaven scarce can hold ye, and the bound
Of Earth knows not your various sound
More than the secret grave.

Ye speak of human life! now high
Like thunder-clouds ye brave the sky,
Now sleep ye by the streams:
Ye are like earthquakes roaring wild,
And then make music as a child,
That singeth in its dreams.

WIT AND WISDOM.

"I say, boy, where does that road go to?" inquired a pedestrian of a country rustic. "I don't know, sir," replied the boy; "taint been nowhere else since we lived here."

A SUGGESTIVE PRESENT.—Douglas Jerrold and a company of literary friends were out in the country, rambling over commons and down lanes. In the course of their walk, they stopped to notice the gambols of an ass's foal. There was a very sentimental poet among the baby ass's admirers, who grew eloquent as Sterne over its shaggy coat. At last the poet vowed that he should like to send the little thing as a present to his brother. "Do," Jerrold replied, "and tie a piece of paper round its neck, bearing this motto—'When this you see, remember me.'"

"HE who goes to bed in anger has the devil for a bedfellow," says the aphorism; but a celebrated entertainer says he knows a *married man*, who, though he goes to bed meek and gentle as a lamb, confesses to the predicament set forth in the proverb.

A GOOD CHOICE.—"How will you have it?" said a wrathful schoolmaster to a boy whom he was about to flog, and whose writhing body was already lying across the pedagogue's knee. "I'll have it in the Italian style of writing, if you have no objection, sir." "How is that, you young urchin?" said the master. "Thick up-strokes and thin down-strokes, if you please, sir." The smartness of the answer saved the boy from a smarting back.

"WHY don't you limit yourself?" said a physician to an intemperate person; "set down a stake that you will go so far, and no farther." "So I do," said the toper; "but I set it so far off that I always get drunk before I get to it."

"I DON'T believe it's any use, this vaccination," said a Yankee. "I had a child vaccinated, and he fell out of the winder a week arter, and he got killed."

"MAKE yourself an honest man, and then you may be sure there is a rascal less in the world."—*Carlyle.*

A MAN, sentenced to be hanged, was visited by his wife, who said, "My dear, would you like the children to see you executed?" "No," replied he. "That's just like you," said she; "you never wanted the children to have any enjoyment."

BEAUTY nipped in the waist is like a rose nipped in the bud. It is the shortest-lived, and falls off the quickest.

"IT is not proper for you to play at school, my dear, to-day, for it is Sunday." "I know it, mamma," replied the little girl, "but it is Sunday-school that I am playing."

INTELLECT OF THE WHITE AND BLACK RACES.—Miss Miner is principal of the Norman School for coloured girls in Washington, United States. After an experience of twenty years as a teacher of white children, she says, "I do unequivocally assert that I find no difference of native talent, where similar advantages are allowed, between Anglo-Saxons and Africo-Americans."

MANLY EXERCISES.—I have sent you to Eton that you may be taught your duties as an English young gentleman. The first duty of such a person is to be a good and religious Christian, the next is to be a good scholar, and the third is to be accomplished in all manly exercises and games, such as rowing, swimming, jumping, cricket, and the like. Most boys, I fear, begin at the wrong end, and take the last first; and what is still worse, never arrive at either of the other two at all I hope, however, better things of you; and to hear first that you are a good, truthful, honest boy, and then that you are one of the hardest workers in your class; and after that, I confess, I shall be by no means sorry to hear that you can show the idle boys that an industrious one can be a good cricketer, and jump as wide a ditch, or clear as high a hedge as any of them.—*Letter of Baron Alderson to his Son.*

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Mechanical and Architectural Class	Monday, Wednesday, and Friday, 7.30 to 9.30 p.m.	0 6 0	*Machinery from Copies.*—Drawing and Projection of Screws, Wheels, and Tools, suitable for studies to Mechanics. Orthographic Projection, Constructional Drawing for building operatives, and Architectural Students.
Teachers' Class.....	Saturday, 10 to 12 a.m.	0 2 6	*Geometrical, Perspective, Model, Freehand, and Memory Drawing, as special preparation for the Teacher's Certificate.* This class will in future be under the personal supervision of the Head Master. All pupils of this class may attend the Evening Class Free.
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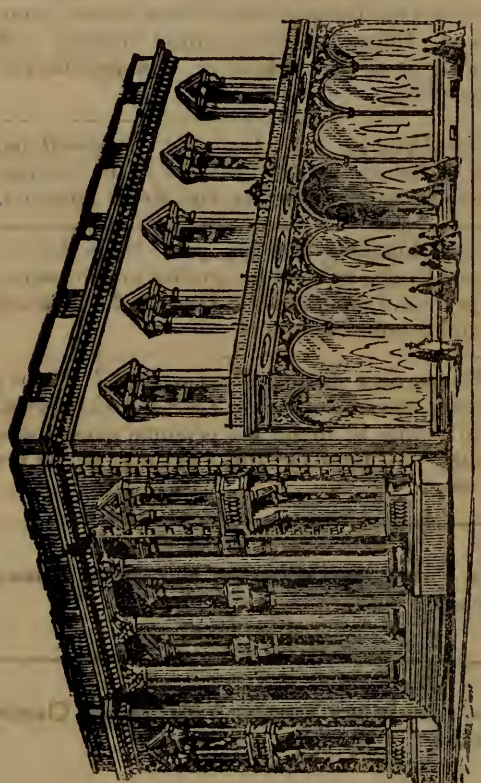

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